

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Robin Lynch

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Oak Trace Elementary School

(As it should appear in the official records)

School Mailing Address 16504 Oak Ridge Road

(If address is P.O. Box, also include street address.)

City Westfield State IN Zip Code+4 (9 digits total) 46074-8777

County Hamilton State School Code Number* 2496

Telephone 317-867-6410 Fax 317-867-4361

Web site/URL http://ote.wws.k12.in.us/ E-mail lynchr@wws.k12.in.us

Twitter Handle
https://twitter.com/search?q=Oak%20Trace%20Elementary%20School&src=tyah

Facebook Page
https://www.facebook.com/pages/Oak-Trace-Elementary-PTO/110331622334012?ref=br

Blog http://blogs.wws.k12.in.us/lynch Google+ _____

YouTube/URL _____

Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Mark F. Keen E-mail: keenm@wws.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Westfield Washington Schools Tel. 317-867-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Duane Lutz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 14 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	17	4	21
K	59	56	115
1	53	62	115
2	63	58	121
3	56	48	104
4	57	48	105
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	305	276	581

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1	630
(5) Total transferred students in row (3) divided by total students in row (4)	0.046
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 2 %
11 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Khmer (Cambodian), Arabic, Turkish, Punjabi, FuZhou, Vietnamese, Russian, and Gujarati (India)
8. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 13

Information for Public Schools Only - Data Provided by the State

The state has reported that 4 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 15 %
85 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>7</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>8</u> Other Health Impaired |
| <u>2</u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>39</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>9</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The staff and students embrace the school and district mission to be a world class learning organization focused on continuous quality growth for all.

PART III – SUMMARY

Oak Trace Elementary School is an exciting place for learning. It is one of nine schools that make up Westfield Washington Schools. Oak Trace Elementary School is located north of Indianapolis in the heart of Hamilton County, the fastest-growing county in Indiana. Oak Trace Elementary has had bursts of growth since opening in August 2000, with the largest enrollment at 640 students. The district has redistricted schools in the community twice since Oak Trace's opening and now the school has a steady population of 540 students served in developmental preschool through grade four.

The students and staff follow Westfield's mission to be "the world class learning organization focused on continuous quality growth for all." Oak Trace opened in 2000 as a C.L.A.S.S. (Connecting Learning Assures Successful Students) school. Through C.L.A.S.S., the staff has connected the Indiana College and Career Readiness standards in each grade level through a year-long plan and developed a non-cognitive curriculum focused on "doing the right thing" and "treating people right." Each day 18 Lifeskills are taught and reinforced such as integrity, responsibility, and effort. The day begins with a live morning broadcast run by students with a Lifeskill Feature as a focus for the day.

The staff and students embrace the school mission through hard work and perseverance academically each day, and a focus on supporting one another and the community socially and emotionally. Oak Trace has extremely hard-working staff and students which leads to high academic achievement as seen in performance in the classroom and standardized assessments. Students and staff also take part in numerous community service projects. This year, art materials were collected for the art therapy program at a local hospital where an Oak Trace student underwent chemotherapy treatments. Blankets, made by students, were also donated to patients in the hospital. Each year, students collect food for the local food pantry, and this year, toothbrushes and toothpaste for Project Smile, an organization that provides dental health to underprivileged children and adults.

Oak Trace has many traditions which make it a special place to learn and grow. One of the favorite traditions at Oak Trace occurs at the end of the school year. On the last day of school, the entire school gathers for the year-end celebration. Presidential awards are given for achievement and a DVD is shared of the year in pictures put to music. The students love this year-end celebration! When Oak Trace students are seniors in high school, Oak Trace staff members serve them breakfast the week of graduation and play the video from their fourth grade year. This has become something Oak Trace graduating seniors look forward to as they approach graduation, and something staff members treasure. Staff and families also participate in activities such as Grandparents Day, Walk to School Day, Bike to School Day, All Pro Dads, Walk-A-Thon, All School Sing-A-Long, and PTO festivals, just to name a few, to build a sense of family and community.

Student performance, as measured by standardized test scores, is significant at Oak Trace Elementary School. Students achieve well above the national average and score consistently in the top 10 percent of all students in Indiana.

Student attendance rates are very high at Oak Trace, with the annual average at 98 percent over the last five years. Oak Trace Elementary School has represented the state as a Four Star School consistently since opening in 2000, and has been rated as an "A" school by the Indiana State Department of Education.

As a C.L.A.S.S. school since opening, all staff have been trained in brain compatible instruction, integrated thematic instruction, and have established a brain compatible learning environment. Through this professional development model, teachers have intense planning time throughout the school year to create and update engaging curriculum, activities, and resources. Standards and Lifeskills are tied to the daily welcome messages, agendas, and community circles.

Oak Trace has been at the forefront of implementing the new RtI (Response to Intervention) model to meet the needs of ALL students in the building and provide ongoing support for the school's increasing population of students with special needs, particularly autism. Oak Trace utilizes data through NWEA

(Northwest Evaluation Association), ISTEP+, and daily teacher assessments to differentiate and cater instruction to meet individual student needs.

Oak Trace Elementary is worthy of National Blue Ribbon status due to the high achievement of its students, and the ongoing dedication and commitment of our school community to set high standards for academic achievement and citizenship. The students, families, staff members, and other stakeholders work well together to form this strong school community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Oak Trace utilizes the Indiana College and Career Readiness Standards as a base for its curriculum. The school team works together to connect standards in a meaningful way through various themes at each grade level. We know that connecting curriculum and utilizing best teaching practices results in high student achievement. Teachers meticulously evaluate student achievement and provide diverse learning experiences for all students through differentiated instruction in small groups. These learning experiences not only occur in the grade level classrooms, but throughout the building in art, music, PE, and media. A great example of this is the study of Indiana history in fourth grade. Fourth graders read various novels which focus on early life in Indiana. They connect these experiences through writing, research, and special projects. The students then participate in a musical, "Delirium, A Trip Through Indiana's History," where they perform songs about Indiana's history and apply their knowledge. At the end of fourth grade students travel to Corydon, IN, the first state capital. In third grade, during their study on Economics, students create a business and set up a simulation city where they purchase and sell goods and services. Students learn about opportunity cost, investments, and again tie this to language arts and math. At the conclusion of this unit of study, students work with the arts teachers to perform "Economan," demonstrating what they learn through this musical. These are just a few examples of the importance of connections in our curriculum.

From preschool through fourth grade, Oak Trace's reading and language arts curriculum utilizes resources which represent best teaching practices and brain compatible learning and does not focus on a set "program" approach. Teachers and staff utilize resources such as Leveled Literacy Libraries, Guided Reading (Fontas and Pinell), Daily 5 (Boushey and Moser), Sitton Spelling, Words Their Way, Accelerated Reader, and Benchmark to develop acquisition of core reading skills. Reading A to Z provides leveled and differentiated reading activities that target comprehension, vocabulary, and fluency. Teachers utilize benchmark assessments to continually evaluate where students are as readers and provide instruction in small groups to move students forward. Students performing below grade level in grades 1-2 are provided additional remediation through two literacy teachers. Students in grades 3-4 have the opportunity to participate in before school "Learning Clubs," a one hour remediation with a teacher in a small group setting. There are two resource teachers and support staff to provide additional support to our K-4 students. All K-4 students are immersed in a daily 90 minute uninterrupted literacy block that connects reading and language arts to science and social studies content. A mix of whole group, small group, and individualized instruction occurs in this 90 minute block.

EnVision Math is used as a foundation in grades K-4. The emphasis of the curriculum is the College and Career Ready Standards with a strong focus on hands-on manipulative use and problem solving. Abstract mathematical concepts are explored through interacting with manipulatives and investigation. Students maintain math logs where they go deeper with their thinking and problem solving. Teachers utilize flexible grouping based on frequent assessments to provide differentiated instruction. Students who are working below grade level are offered before school Learning Clubs to focus on foundational math concepts. There are two resource teachers and support staff to provide additional support to our K-4 students. Promethean Boards, iPads, MacBooks and traditional textbooks provide instruction forums for math, science, social studies, and language arts.

Oak Trace utilizes a variety of resources to develop the IN College and Career Readiness Standards in Science and Social Studies. Through work with C.L.A.S.S. these standards are connected with the Reading/Language Arts and Math standards to bring meaning to the standards. An example of this is the study of animals in first grade. Students work together in small groups to research various animals and habitats. They then create habitats and clay animals, and present to parents and the community at a Habitat Night. Students in second grade study simple machines through hands-on experiments and create inventions to help solve real-world problems. Their prototypes are shared with other students and families during an Invention Convention Night. In Social Studies, fourth graders research famous Hoosiers and present their findings at a Famous Hoosier Wax Museum.

The early childhood program at Oak Trace Elementary School is a developmental preschool for children ages 3-5. Curriculum is focused on individual IEP goals with emphasis on kindergarten readiness in the areas of cognitive, communication, social/emotional, physical, and adaptive behavior skills. Children identified with delays or disabilities attend, alongside typically developing peers, in a half-day session four days a week. Developmentally, the students enter the classroom possessing a range of needs and abilities. Classroom staff work closely with occupational, physical, and speech therapists to design and differentiate lessons. Extra support is provided through such things as visual cues and schedules, hands-on learning, sensory adaptations, transition assistance, multi-step instructions, and peer modeling. Prior to kindergarten, assessments are administered to evaluate school readiness. At this time, those students who are no longer in need of additional support begin kindergarten as a general education student. Those children diagnosed with a disability are provided support, assistance, and accommodations as designated in their IEP to experience success in their general and/or special education classes.

2. Other Curriculum Areas:

Oak Trace provides five special area classes: Art, Music, PE, Media, and Digital Citizenship. Each student attends each of these special area classes once per week for forty-five minutes. The special area teachers work closely together to best serve the students. Last year, they presented an Arts Night and had a piece of artwork displayed from each student in the building, a music and movement presentation for parents, and a book fair in the Media Center. Students also have the opportunity to participate in a vast After School Enrichment program offering classes including foreign language, sports, cooking, and science.

Through the PE curriculum, students learn the importance of healthy eating and fitness. Students develop literacy skills and build character by focusing on the book, *Inch and Miles, Journey to Success*, by John Wooden. Each week a new building block to success is discussed. Each year, the PE teacher rents skates so that students can learn to roller-skate or roller-blade, she invites a local Karate group in, and has many other special guest speakers (Colts Camp, Pacer's, etc.). Every spring, students also participate in a Field Day and staff vs. fourth grade volleyball and kickball games. Students learn about the circulatory system through the *Amazing Heart Adventure Course*. This is a fantastic journey designed so that the student can move through the four chambers of the heart in a larger-than-life setting. It is a comprehensive study, which incorporates a general understanding of the heart and its function, as well as the importance of exercise in maintaining a healthy lifestyle.

In the art room, students are exposed to art production, art criticism, art history, and aesthetics through a wide variety of units of study. On a daily basis students are critical thinkers while learning from famous artists such as Pablo Picasso, Georgia O'Keeffe, Vincent van Gogh, and Henri Matisse. Creativity and collaboration are always encouraged in art class as the students use the art to make new connections to homeroom learning goals. When learning about the artist Picasso, students make new connections about symmetry in math and nature. When learning about O'Keefe, student revisit their knowledge of geography as they follow her work across the United States. And, when students create art inspired by Matisse, they use their knowledge of geometry to create a narrative through shapes. In the art room, students are also increasing their digital literacy. Students create digital artwork and publish it to Artsonia, the world's largest online art museum for children, allowing them to share their artwork with other artists, friends, and family members worldwide.

In the Media Center, the media specialist works to instill a love of reading. She collaborates with teachers to create lessons that connect with grade level standards. When second grade works on their fairy tale unit, the media specialist discusses the difference between fairy tales, fables, and myths, sharing examples of each. As fourth graders begin the Famous Hoosier project, the media specialist teaches students about research and plagiarism. The media specialist conducts Book Talks to introduce new books and series of books. Each year, the media center presents two different book fairs and brings in authors to present to the boys and girls about the writing/creative process and publishing. The media specialist also assists students with the live daily morning announcements that are student run.

The music teacher creates a curriculum and programming around the grade level content standards of science and social studies, as well as state and national music standards. Each grade level participates in a

program that is performed at Westfield High School where students are able to express content knowledge through acting, songs/dances, and playing instruments. Every year, each student at Oak Trace has the opportunity to perform on the big stage at the high school. The music teacher also leads the third and fourth grade Oak Trace Treble Choir which performs for local events and a final concert at Oak Trace.

Oak Trace is on the cutting edge with technology and was the first elementary school to implement a class called Digital Citizenship. In this class, students learn about the importance of appropriate technology use (cell phone, Internet, etc.), the dangers of cyber bullying and inappropriate use, digital footprints, and the basics of Internet usage, keyboarding skills, presentation software, and other media. Last year, third and fourth grade students completed the www.code.org course, learning about computer science and coding.

3. Instructional Methods and Interventions:

Oak Trace teachers use the Response to Instruction (RtI) process as a means to support all students so they are able to achieve learning goals. Interventions for students who are struggling are put into place, along with enrichment groups for students who are advanced learners, to help all students meet their goals. An RtI Data team, comprised of nine staff members meet weekly with grade level teachers to discuss student needs. Teachers bring work samples and assessment data to each meeting so that students can be placed in appropriate groups.

The framework for the RtI process is a three-tiered model. Tier 1 is the foundation for which all students receive research-based instruction that helps to build on all future instruction and interventions. Within the classroom, teachers use small group stations to differentiate their instruction. Tier 2 serves approximately 10-15% of students. Students that fall into Tier 2 are in need of additional supports in order to be successful in the classroom. Through research-based interventions lead by our literacy specialists, special education staff, special area teachers, and administrators, the needs of the struggling learner are met. These groups target low achieving students with the goal of reaching end of the year benchmarks. Intervention groups run at least three days per week for thirty minutes per session. Each student is given a progress monitoring assessment bi-weekly to determine if adequate progress is being made with the intervention. In addition, Helping Hands is offered every Wednesday. In Helping Hands, high school student role models come to the school once a week to work with identified at-risk students. These students serve as mentors and help identified students with homework. Oak Trace started this program with Westfield Youth Assistance. Students who are not making progress might then be moved to a Tier 3 intervention. A student in Tier 3 receives a new intervention and a smaller group than Tier 2. These students are also progress monitored weekly. Parents are notified through written communication when their child moves into a Tier 2 or 3-intervention group. If a student does not make adequate progress in the Tier 3 intervention, a referral for special education testing can be initiated. Through careful analysis of all data pieces, Oak Trace staff and parents are able to make informed decisions regarding student achievement.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Oak Trace monitors student achievement of each child through fall and spring Northwest Evaluation Association (NWEA), a growth model continuum of standards that are aligned to the Indiana College and Career Ready Standards (INCCR); a spring state accountability assessment (ISTEP+) in grades three and four in both Reading/Language Arts and Mathematics, also aligned with Indiana College and Career Ready Standards; and frequent classroom assessments. Oak Trace students perform exceptionally well against the NWEA national benchmarks and the ISTEP+ state benchmarks. Students perform well above the 95th percentile in the national NWEA student database and RIT score averages in grades three and four have an upward trend in all content areas. ISTEP+ state standardized assessment passing rates for both third and fourth grade are 98% and above in both Reading/Language Arts and Math. The students who are anticipated to not obtain passing standardized test targets based upon fall NWEA are immersed in intervention programs designed to bridge the achievement gap and help them reach benchmarks.

Oak Trace strives to have 100% of students pass all benchmark assessments coupled with academic growth for all students in all core curriculum areas. Students are assigned a RIT score on the fall NWEA assessment and given a RIT target score for growth. Consistently students at Oak Trace meet or exceed their RIT target in the spring which is attributed to teachers accurately identifying where students are and differentiating instruction to meet individual student needs, helping students exceed their potential. NWEA data indicates that the students at Oak Trace Elementary are near the top nationwide in all grade levels in the areas of Reading/Language Arts and Math. The staff focuses on the growth of each individual student through the analysis of the NWEA assessment, ISTEP+, reading assessments, and daily classroom assessments.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Oak Trace staff, parents, and students have created a school environment focused on individual growth and results. Each week, grade level teams work in professional learning communities to evaluate assessments and plan instruction accordingly. Teachers work with the RtI team and building administration to review NWEA results, Fontis and Pinell reading levels, and grade level/classroom assessments individually and as a group to develop appropriate interventions.

Informational sessions are provided for parents to review school data. Individual student reports are shared with parents following all NWEA assessments, ISTEP+, and high ability assessments. The administrative team shares and discusses school data with the staff each year to evaluate school trends and make plans to improve areas of weakness. For example, as weaknesses were noted in problem solving and computation on ISTEP+, the staff came together to address this content area. Following discussion and review as a staff, specific strategies were put into place that resulted in a school wide problem solving checklist to help students attack problem solving. As a staff, a grade level expectation was created for quick recall of basic facts to help build computation. As students reach this individual goal they are recognized as a Math Whiz and given a math t-shirt. This has become something students work hard each year to achieve and has had a positive impact on computation scores as a school.

The last piece of data that is employed is stakeholder and employee satisfaction surveys. Each spring students and parents are surveyed and this data is utilized to help the school administration further evaluate the schools' programming and environment. Parents and students are asked for feedback on academics, school environment and safety, non-cognitive skills, and given an opportunity to share any concerns. Oak Trace staff is given a survey by Human eX every other year to determine their level of satisfaction with Oak Trace and Westfield Washington Schools. This feedback is also used to make needed changes to the school environment. The goal is for all students, staff, and parents to want to come to Oak Trace Elementary and see learning as a positive experience.

Part VI School Support

1. School Climate/Culture

Oak Trace prides itself in the positive learning environment that has been created for all who enter the building. Teachers know students' academic needs and provide engaging curriculum and instruction in differentiated groups accordingly so that students exceed their potential. Each morning, students view student-led live morning announcements with a “Lifeskill Feature” (story, video clip, etc.) that highlights a Lifeskill. Following announcements, classrooms participate in Community Circle and discuss Lifeskills and other important topics that arise. As students work in small groups and on projects, they are given opportunities to work together collaboratively and build healthy working relationships to help them grow socially and emotionally.

The consistency of behavioral expectations through the Lifeskills carries over into the playground, cafeteria, etc. Posters with the Lifegoals, “Treat People Right” and “Do the Right Thing” are displayed throughout the building. Each Friday afternoon, the school counselor recognizes students with Lifeskill Awards. In addition to the school counselor providing individual and small group counseling for students, the counselor and nurse provide classroom lessons on anti-bullying, good-touch/bad-touch, drug awareness, and healthy living as it relates to dental health and good choices.

The Oak Trace administration recognizes the importance of hiring the very best teachers. Teachers are selected based upon strong knowledge of content and best practices, desire to help students grow academically and socially/emotionally, and willingness to work together on a team. Teamwork is a priority at Oak Trace. Opportunities are set up to allow for collaboration and team building. Once per month, all teachers attend staff meetings. At each meeting staff members share “Joys and Sorrows” and “Hooray for You’s”, recognizing staff members for going above and beyond. Once per month, the principal coordinates Lunch Bunch. Teachers from each grade level join teachers in other grades for lunch out at a local restaurant. This gives teachers the opportunity to build community. The staff has also gone on boating trips, participated in Art and Canvas paintings, book talks, etc.

The staff supports one another and the school community during difficult times. Five years ago Oak Trace had a student in kindergarten diagnosed with a brain tumor. Oak Trace staff members were there for the family and this student through many surgeries, as he returned to school, and eventually as he lost his battle to cancer. The staff visited him in the hospital, collected giftcards and money for the family, provided meals, and the entire staff attended the funeral. When our school nurse’s daughter was diagnosed with leukemia, again the staff rallied to support the family through meals, giftcards, and now attends the Light the Night Walk and Relay for Life annually to show support and help find a cure for cancer. The Oak Trace staff truly enjoys working hard, supporting causes near and dear, and having fun together.

2. Engaging Families and Community

Oak Trace Elementary is fortunate to have parents and a community committed to helping students learn and grow. This district administration and school board provide the resources needed to create a positive learning environment. An active PTO (Parent Teacher Organization) is committed to supporting students and teachers. Each year students participate in a Walk-A-Thon to raise money for the PTO. Parents are in the school daily volunteering in classrooms, attending study trips, and helping with special projects. This holiday, PTO worked with the Student Council on the Gollie G. holiday project. Students created holiday decorations and collected art supplies to donate to a local hospital. The PTO supports an artist in residency each school year, and this year hosted Bongo Boys, teaching the boys and girls about drumming circles. The group also performed at the annual PTO Winter Festival, inviting families to participate. Oak Trace has a back to school Ice Cream Social with PTO each year the week before school starts to familiarize parents and students with their new classrooms and teachers.

Oak Trace provides many opportunities for parents and the community to get involved in the school. Each year Oak Trace participates in the National Walk to School Day in the fall and National Bike to School Day in the spring. Local firefighters, police, and the mayor attend these special days. The city and school are also collaborating on a “Safe Routes to School” federal grant to allow for more families to utilize walking paths around the school. Oak Trace partnered with the Westfield Youth Assistance to develop Helping Hands. Westfield High School students come to Oak Trace weekly as “Helping Hands” and work with at risk students, helping them with homework and serving as role models. Oak Trace has partnered with local dentists and optometrists to help give exams and treatment to needy students who otherwise would not be able to afford treatment. This year Oak Trace will host the Hamilton County Reading Association Young Author Conference. Students from around Hamilton County will bring a book that they have authored to share with other young authors. Oak Trace students also participate in the Purdue University Spell Bowl and Math Bowl competitions. In the spring Oak Trace welcomes over 1000 grandparents into the school for Grandparents and Special Friends Day. Also in the spring parents of preschool age children are invited to Oak Trace for Little Acorn Night. Kindergarten teachers and the principal walk parents through a typical kindergarten day and give suggestions to parents regarding things they can do at home to best prepare their children for Kindergarten.

3. Professional Development

Oak Trace continually evaluates data, processes, and programs, and is always looking for ways to improve. The administration and staff at Oak Trace have had the opportunity to be involved in many high quality professional development opportunities. Initially when Oak Trace opened as a C.L.A.S.S. School, all teachers attended a retreat to learn how to connect curriculum in a meaningful and engaging yearlong plan, how to work together as a team, and how to implement non-cognitive skill development in a meaningful way. Since this initial training, all teachers at Oak Trace attend regular C.L.A.S.S. training to revisit these components. Oak Trace has also served as a C.L.A.S.S. training site, hosting other teachers from around the state, allowing them to observe in classrooms and see this brain compatible learning environment in action. Each week teachers work in grade level PLCs to review data and plan meaningful lessons. Through connected curriculum, teachers create welcome messages and daily agendas which support and reinforce academic content and non-cognitive skill development.

Teachers also attend professional development trainings offered in the school district with teachers in other buildings from the same grade level, and when new textbook adoption occurs. This time with other teachers in the district allows for curriculum alignment and sharing of ideas, with a focus on the Indiana College and Career Ready standards. As teachers attend these trainings, they bring information back to their grade level teams (PLC's). As teachers implement new activities and ideas, they are able to evaluate their effectiveness and make changes to benefit students through close monitoring of data and discussion in their PLC's.

Other trainings teachers are involved with include technology, Words Their Way, Writing, Vocabulary, and Math. The principal has served as a facilitator for the Indiana Principal Leadership Academy and networks with other administrators around the state to stay abreast of new opportunities in professional development. In addition, district administrators attend Leadership Design Team (LDT) meetings twice monthly to build the capacity of teachers and administrators in the district.

4. School Leadership

The amazing leadership at Oak Trace Elementary School is certainly the foundation for its many achievements. The values, policies, and procedures that are set by the school principal invite a shared responsibility of the school staff, parents, and community. Through strong leadership and through example, the overall environment at Oak Trace is nurturing, inspiring, and supportive to the well-being of the whole person. This accounts for the academic, professional, emotional, social, and physical well-being of each individual, students and staff alike. The school community celebrates each other often, support each other in times of great sadness and despair, provide service to the community, and seek innovative ways to

empower students to be productive and successful citizens. These qualities, and attention to the detailed needs of the school environment, serve as the driving forces of success.

Progressive thinking and fresh ideas, spearheaded by the administration, help prepare students for the challenges of the twenty first century. As part of the school's C.L.A.S.S. core beliefs, the motto is "As good as we are, we can always be better." The principal sees the potential for greatness in all students and staff members. Assessing needs, along with data from formal and informal assessments, are organized and analyzed to help drive instruction and programming for students. Professional development among administrators and staff is ongoing and encouraged. The principal continually shares opportunities for professional development and opportunities for experiential learning that enhances the teachers' performance and positively impacts student learning.

The principal combines an incredible work ethic with compassion and caring. This manifests in the entire school community. Problems are solved through teamwork, a team consisting of not just the principal and teachers, but the assistant principal, counselor, parents, students, district level administrators, and community members. Each member of the team brings unique strengths, talents, and resources to the problem solving process. There is not a sense of a hierarchy in our school administration, but rather a cohesive network of professional, caring people who work tirelessly to do what is right for students and families. Respectfulness, responsibility, integrity, and compassion are key characteristics that are the cornerstones of great leadership in our school. Oak Trace Elementary is truly blessed and very proud of our outstanding school leadership.

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Maps Goal Math Test</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>NWEA Maps</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	218.5	216.6	215	215.2	213.1
Number of students tested	110	109	115	83	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Average scores noted in the table are RIT (Rasch Unit) scores as determined by NWEA and used as a growth measure throughout the school year. Oak Trace is pleased with the increase in RIT averages over the five year period.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Maps Goal Math Test 2-5</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>NWEA Maps</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	226.6	223.9	224.6	221.5	220
Number of students tested	104	121	90	107	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Average scores noted in the table are RIT (Rasch Unit) scores as determined by NWEA and used as a growth measure throughout the school year. Oak Trace is pleased with the increase in RIT averages over the five year period.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Reading Goal Maps 2-5</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>NWEA Maps</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	211.2	212.3	213.6	212.6	209.6
Number of students tested	110	109	115	83	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Average scores noted in the table are RIT (Rasch Unit) scores as determined by NWEA and used as a growth measure throughout the school year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Language Arts Goal Map</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>NWEA Maps</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	213.2	213.1	213.9	213.2	211.4
Number of students tested	109	109	115	83	108
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Average scores noted in the table are RIT (Rasch Unit) scores as determined by NWEA and used as a growth measure throughout the school year. Oak Trace is pleased with the increase in RIT averages over the five year period.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Reading Goal Maps 2-5</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>NWEA Maps</u>	Scores are reported here as:

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	217	216.5	218.8	215.8	215.1
Number of students tested	104	121	90	107	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Average scores noted in the table are RIT (Rasch Unit) scores as determined by NWEA and used as a growth measure throughout the school year. Oak Trace is pleased with the increase in RIT averages over the five year period.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Language Arts Goal Map</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>NWEA Maps</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	218.2	217.7	217.8	217.9	217.1
Number of students tested	104	121	90	107	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Average scores noted in the table are RIT (Rasch Unit) scores as determined by NWEA and used as a growth measure throughout the school year. Oak Trace is pleased with the increase in RIT averages over the five year period.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and above	99	100	99	100	98
Pass+	79	61	33	32	29
Number of students tested	108	115	83	105	92
Percent of total students tested	98	97	99	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	3	1	2	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass and above	100	100	93	100	93
Pass+	67	20	7	13	0
Number of students tested	15	15	14	15	15
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	99	100	99	100	99
Pass+	79	39	33	34	31
Number of students tested	98	101	75	89	80
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: Oak Trace has been very pleased with improvements made in the percentage of students in the pass and pass+ category in ISTEP+. The school team is especially proud of the high passing percentage of our special education subgroup. The students who took an alternative assessment to ISTEP+, took the IMAST assessment. IMAST was offered by the DOE as an alternative to ISTEP+ for students with an IEP 2011-2014. The decision to place a student on IMAST instead of ISTEP+ was a case conference committee decision based on past data, teacher observation, and student eligibility criteria based upon the disability.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Jan
SCHOOL SCORES*					
Pass and above	100	94	97	91	98
Pass+	42	35	41	29	31
Number of students tested	117	93	104	90	100
Percent of total students tested	97	98	97	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	2	3		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above				82	90
Pass+				18	30
Number of students tested				11	10
2. Students receiving Special Education					
Pass and above		94	92	70	87
Pass+		19	15	0	7
Number of students tested		16	13	10	15
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	100	94	98	92	98
Pass+	44	36	44	33	33
Number of students tested	102	85	89	76	87
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: From 2011-2014 there is not a subgroup for Free and Reduced-Price meals. For the 2013-2014 school year there is not a subgroup for Special Education.

Oak Trace has been very pleased with improvements made in the percentage of students in the pass and pass+ category in ISTEP+. The school team is especially proud of the high passing percentage of our special education subgroup. The students who took an alternative assessment to ISTEP+, took the IMAST assessment. IMAST was offered by the DOE as an alternative to ISTEP+ for students with an IEP 2011-2014. The decision to place a student on IMAST instead of ISTEP+ was a case conference committee decision based on past data, teacher observation, and student eligibility criteria based upon the disability.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and above	100	100	99	100	98
Pass+	24	38	33	32	29
Number of students tested	108	115	83	105	92
Percent of total students tested	98	97	99	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	3	1	2	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass and above	100	100	93	100	93
Pass+	27	20	7	13	0
Number of students tested	15	15	14	15	15
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	100	100	99	100	99
Pass+	26	39	33	34	31
Number of students tested	98	101	75	89	80
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: Oak Trace has been very pleased with improvements made in the percentage of students in the pass and pass+ category in ISTEP+. The school team is especially proud of the high passing percentage of our special education subgroup. The students who took an alternative assessment to ISTEP+, took the IMAST assessment. IMAST was offered by the DOE as an alternative to ISTEP+ for students with an IEP 2011-2014. The decision to place a student on IMAST instead of ISTEP+ was a case conference committee decision based on past data, teacher observation, and student eligibility criteria based upon the disability.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>IREAD</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>CTB McGraw</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Jan	Jan
SCHOOL SCORES*					
Pass and above	98	98	99		
Pass+					
Number of students tested	110	119	84		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass and above					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: The IREAD assessment was first administered in the state in 2011.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and above	100	94	97	91	98
Pass+	42	35	41	29	31
Number of students tested	117	93	104	90	100
Percent of total students tested	97	98	97	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	3		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above				82	90
Pass+				18	30
Number of students tested				11	10
2. Students receiving Special Education					
Pass and above		94	92	70	87
Pass+		19	15	0	7
Number of students tested		16	13	10	15
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	100	94	98	92	98
Pass+	44	36	44	33	33
Number of students tested	102	85	89	76	87
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: From 2011-2014 there is not a subgroup for Free and Reduced-Price meals. For the 2013-2014 school year there is not a subgroup for Special Education.

Oak Trace has been very pleased with improvements made in the percentage of students in the pass and pass+ category in ISTEP+. The school team is especially proud of the high passing percentage of our special education subgroup. The students who took an alternative assessment to ISTEP+, took the IMAST assessment. IMAST was offered by the DOE as an alternative to ISTEP+ for students with an IEP 2011-2014. The decision to place a student on IMAST instead of ISTEP+ was a case conference committee decision based on past data, teacher observation, and student eligibility criteria based upon the disability.